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LARGER UNIT STUDIES
OF
NORTH CAROLINA LIFE

By The

Rural Supervisors of the North Central District
North Carolina Education Association

June, 1928



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STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

INTRODUCTION

As the preface shows, this bulletin was prepared by a group of rural supervisors. It grew out of their practical experience in working with teachers. The outlines given here have been successfully used in actual class room work. "The larger unit" idea is just now affecting profoundly the whole program of instructional activities.

Mr. L. C. Brogden, Director of the Division of Elementary Instruction, and Miss Hattie Parrott, of the same division, both feel that the material presented in this pamphlet holds very definite value for supervisors and teachers. For these reasons, I am very glad to authorize its publication.

A. T. Allen

State Superintendent of Public Instruction.

PREFACE

This bulletin on "Larger Unit Studies of North Carolina Life" is an outgrowth of a felt need for more vital teaching of North Carolina history, geography, civics, and the every day life about the rural child. Realizing that each section of the State could make valuable contributions, all Rural Supervisors of the State were invited to co-operate in this work and a majority of the group have contributed to the making of this bulletin. A large number of reports of larger unit studies were assembled and from these a few representative or typical reports were selected for the contents of the bulletin and arranged by grades. Through this year's work we feel that rural teachers have improved in teaching technique and that the pupils of the rural sections of North Carolina have caught a vision of the great possibilities of our State.

Signed:

MATILDA O. MICHAELS, *Chairman of District.*
Supervisor Durham County Schools.

ANNE HOLDFORD,
Supervisor Wake County Schools.

RUTH GUNTER,
Supervisor Lee County Schools.

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LARGER UNIT STUDIES OF NORTH CAROLINA LIFE

BIRD PROJECT

Grade 2, Garner Elementary School, Wake County

Teacher—Edna Taylor

Time—Five Months

I. Situation

The first of November Mr. Thompson came to our room and told some very interesting facts about snakes, birds and their homes. Everyone began to wonder why we could not collect different kinds of homes. I explained to them that it would be better to decide on one definite thing, then devote our time to that special thing.

II. Problem

At the suggestion of one boy they decided to study birds, their homes, and other things concerning them. We began by collecting the homes of birds and classifying them. Also studying bird charts, pictures, stories and poems, going into further detail as work advanced.

III. Sources of Materials and Information

See notebook for material studied in connection with project.

IV. Types of Experience

1. English

a. Oral

- (1) Children made oral reports from field trips and reference reading.

b. Written

- (1) Dramatization
 - a. Chapel.
- (2) Judging.
- (3) Invitations
 - a. To parties, programs, etc.
- (4) Study work.

2. Arithmetic

- a. Counting.
- b. Measuring material.
- c. Cost of material.

3. Reading

- a. Much silent reading, reference material.
- b. Expressive oral reading.

4. Spelling

- a. Names of birds.
- b. Numerous words added to vocabulary.

5. Literature—Dramatization

- a. Stories.
- b. Chapel programs.
- c. Poems.

6. Civics

- a. Value to community and to man.
- b. Means of protection.

7. Construction
 - a. Building homes for various birds.
 - b. Plan for bird bath.
8. Geography
 - a. Bird migration.
 - b. Kinds of birds in different localities.
9. Art
 - a. Color study.
 - b. Posters.
 - c. Notebooks.
10. Music
 - a. Appreciation through music
 - (1) Songs.
 - (2) Phonograph.
11. Social Experiences
 - a. Working in committees.
 - b. Talking with others about birds.

V. Educational Growth

1. Good reading habits.
 - a. Their desire to learn more about birds led to reading more books.
 - b. Using the index and contents made them understand them better.
2. Growth of power of observation.
 - a. Their report of different birds.
 - b. Bird calls.
 - c. Watching for birds.
3. Cooperation

They found that everyone must work together.

VI. Stimulation to Further Activities

1. Sale of bird houses and pictures to buy bird bath for school.
2. Bibliography.

This bibliography was worked out by a child in the room. Each child worked out in composition notebook his or her own bibliography of bird material under the classification given here. Each was different. This was one of the best. They found material from every available source.

 - a. Bird stories.

Common birds of Southeastern U. S. in relation to agriculture, Farmers Bulletin No. 755, U. S. Dept. of Agriculture, Washington, D. C.

"Bird Guide," Farm Journal, Washington Square, Philadelphia.

"Why the Robin has a Red Breast," Everyday Classics, Sec. R.

"Why the Woodpecker has a Red Head."

Burgess Stories for Children of Birds, Olivia Raney Library.

"The Robin and Red-headed Woodpecker", Learn to Study Readers, I.

"Some Marsh and Shore Birds", (Also wren's home), Normal Instructor and Primary Plans, Feb. 1917.

"Bird Life Stories", Weed. Book 182.

- "Learn to Study," Book I.
 Public School Method, Vol. 3, p. 446-468.
 The Art Literature Readers, Book 2. Frances E. Chutter.
 "The Magpie's Nest," an old myth. (p. 52.)
 "The Bluebird." Anon. p. 54.
 "Red-headed Woodpecker." Cooke, pp. 77, 79.
 "Early News," Pratt. p. 79.
 "The Emperor's Birds Nest," Longfellow. p. 88.
 "What Robin Told," George Cooper. p. 142.

b. Bird Poems

- (1) Three Years With the Poets—Bertha Hayward.
 "Snow-bird," Sherman, p. 6.
 "The Winter Robin," Aldrich, p. 58.
 "Answer to Child's Question," Coleridge, p. 70.
 "The Bluebird," Miller, p. 71.
 "The Eagle," Tennyson, p. 82.
 "The Brown Thrush," Larcum, p. 85.
 "The Sandpiper," Thaxter, p. 94.
 "Robin Redbreast," Allingham, p. 150.
 "Owl and Pussycat," Lear, p. 166.
 "Robert of Lincoln," Bryant, p. 193.
- (2) Sugar and Spice, and All That's Nice, by Tileston.
 "To-whit! To-whit! To-whoo," p. 210.
 "Little Robin Redbreast," p. 36.
 "Once I Saw a Bird," p. 23.
 "The Doves."
 "How Robins build their nests," p. 97.
- (3) A New Garden of Verses for Children by Seegmiller.
 "Redbreast in the Cherry Tree," p. 46.
 "The Robin's Son," p. 88.
 "The Bird's Song," p. 94.
 "Robin," p. 94.
- (4) Teacher's Everyday Plans, Spring Number.
 "The Bluebird," p. 419-420.
 "Scarlet Tanager," p. 420.
 "The Swallow," p. 420.
 "Bird's Music," p. 420.
 "The Secret," p. 420.
 "The Oriole's Song," p. 420.
 "The Robin," p. 421.
 "Bobolink's Chimes," p. 421.
- (5) Contemporary Poetry.
 "To a Phoebe Bird," Bynner, p. 155.
 "Purple Grackles," Lowell, p. 95.
 "Nature's Friends," p. 278.
- (6) How to Tell Stories to Children.
 "Bird's Thoughts," p. 129.

c. Bird Songs.

- "Robin's Song."
 "Funny Owl."
 "Sing Bluebird Sing."
 "The Woodpecker."

- d. Bird Plays.
 "District School Dialogue," Marie Irish.
 "A Plea for Birds," p. 48.
 "The Roll Call of the Birds," p. 429.
 "Teacher's Everyday Plans," Spring Number.
- e. Homes for Birds.
 Farmer's Bulletin No. 1456 (Bird Homes) U. S. Dept.
 of Agri., Washington, D. C.
 Farmer's Bulletin No. 1239, (Community Bird
 Refuges).
 How to Build Homes (Library, Raleigh, N. C.)
- f. Bird Pictures.
 Bird Chart, Garner School (Sp. Subject Room).
 Bird Pictures, Singer Sewing Machine Co., Elizabeth-
 port, N. J.
 Bird Pictures, Church & Dwight Co., 27 Cedar St.,
 New York.
 Bird Booklets, Dwinell-Wright Co., Portsmouth, Va.
- g. Miscellaneous.
- (1) Normal Instructor and Primary Plans.
 November 1926, pp. 40 and 80.
 October, 1926, pp. 39, 80.
 January, 1927, p. 27.
 February, 1927, pp. 59, 33, 37.
 March, pp. 37, 58, 56, 78.
 April, pp. 47, 58, 78.
 May, p. 38.
 June, pp. 41, 55, 57.
 September, pp. 52, 68, 44, 47.
 January, 1928, p. 33.
 February, p. 49.
 March, pp. 41, 59, 66, 74, 78.
 April, pp. 38, 49, 21, 39, 47.
- (2) Primary Education.
 October, 1926, p. 99.
 May, 1926, pp. 688, 689, 719, 726.
 May, 1928, pp. 732, 689.
- (3) Catalogs.
 The Perry Pictures Company, Box 13, Malden, Mass.
 Joseph H. Dodson, Inc., 109 Harrison Ave., Kan-
 kakee, Ill.
 National School Service Co., Valparaiso, Indiana.
 J. S. Latta, Inc., 1454 4th Ave., Huntington, W. Va.
- h. Books from Raney Library, Raleigh, N. C.
 "Birds Every Child Should Know," Neltje Blanchan.
 "What Bird is That," Frank M. Chapman.
 "How to Study Birds," Herbert Job.
 "Homing With Birds," Gene S. Porter.
 "Birds," Neltje Blanchan.
 "The New Nature Library."
 "Second Book of Birds," Olive Thorne Miller.
- i. Free Literature on Birds and Trees.
 Singer Sewing Machine Co., New York, N. Y., has
 a good series of bird pictures which are given free
 upon request.

State Forester J. S. Holmes, Raleigh, N. C., offers "The Forest—A Handbook for Teachers", free to North Carolina teachers. He will also furnish teachers with a free copy of "Common Trees of North Carolina". If teachers wish extra copies of the latter for individual use of the children, they may be had for 50c a dozen.

Teachers of Virginia and South Carolina may get these same books, the Handbook and Trees of either S. C. or Virginia, by writing either their individual state forester or by writing directly to the Forestry Department, U. S. Dept. of Agriculture, Washington, D. C.

The American Tree Association, Washington, D. C., will gladly furnish much free material, including "The Forestry Primer," "Tree Planting Book," etc.

The United States Department of Agriculture, Washington, D. C., also has many interesting bulletins, booklets and leaflets, which will be sent free upon request. Some of these include:

Forestry Facts for Young Folks.

The Enchanted Study.

National Forests of East and South.

How Paper is Made from Trees.

Farmers' Bulletin No. 1517, Loblolly Pine Primer.

Farmers' Bulletin No. 755, Common Birds of S. E. U. S. and Their Relation to Agriculture.

Farmer's Bulletin No. 1492, Arbor Day.

Farmers' Bulletin No. 1087, Beautifying the Homestead.

Farmers' Bulletin No. 630, Some Common Birds Useful to the Farmer.

Farmers' Bulletin No. 1456, Homes for Birds.

STUDY OF COTTON

Third Grade, Trenton School, Jones County

Teacher—Miss Whitaker

I. Situation out of which activity arose

1. The children were discussing the story, "How Mary Got a New Dress". As cotton is one of the most important crops in North Carolina, they decided to find out all they could about it.

II. Statement of Problem

1. To trace the different stages of Mary's new dress from the seed on to the finished product.
2. To find and make material for cotton books.

III. Sources of Material and Information

1. Stories from the children's Reading and Language Books.
2. Geography.
3. Magazines and farm papers.

4. Information from children's parents.
5. Samples of cotton products.
6. Post cards from manufacturing plants.
7. Visit to cotton gin.

IV. Types of Experience and Subject Matter Which Helped to Solve the Problem

Nature Study

1. Whole cotton plant was taken to school. The seed, plant, flower, green and ripe bolls were discussed.
2. Stalks used for fertilizer.
3. Seed used for meal, oil, lard, feed, oleomargarine and fertilizer.
4. Different kinds of cotton—long and short staple.
5. Use of cotton—clothing, medicinal purposes, padding various things—mattresses, curtains, rugs, etc.

Reading

1. Children's Reading and Language Stories.
2. Reference material pertaining to topics under discussion.
3. Old and new stories read for basis of riddles, rhymes and dramatization.

Language

1. Oral reports on subject.
2. Dramatization of stories, riddles and poems.
3. Each child wrote steps in booklet.
4. Report on visit to cotton gin.

Spelling

1. The children learned to spell a great many new words.

Geography

1. Climate, drainage and suitable soil for cotton.
2. Outline map of the United States—location and color of cotton states.
3. Tracing on globe routes taken in shipping cotton to England.

History

1. History of cotton plant.
2. Early methods of making cloth—spinning and weaving.
3. History of cotton gin.
4. Life of Eli Whitney.

Arithmetic

1. Measuring and comparing.
2. Prices for picking per pound.
3. Prices of clothing.

Health

1. Hygiene of clothes.
2. Medicinal purposes.

Story Telling

1. How Mary Got a New Dress.
2. Mother Nature and the Cotton Bolls.
3. The Calico's Story.

Music

1. Dixie.
2. Old Black Joe.
3. Carry Me Back to Old Virginia.

Fine Arts

1. Selecting attractive colors for booklet covers.
2. Cutting and arranging letters on booklets.
3. Drawing in booklets.

Industrial Arts

1. Children made booklets.
2. Made spinning wheels and looms.
3. Girls made doll dresses and rugs.
4. Go to see a spinning wheel.
5. Visit cotton gin.

V. Outcomes.**Knowledges**

1. Knowledge of the cultivation of cotton.
2. The states that raise cotton.
3. Different kinds of cotton.
4. Products of cotton—uses of cotton.
5. Processes used in making products.

Habits and skills

1. Ability to gather information on a subject and report to class.
2. Skill in measuring.
3. Increased ability in writing.
4. Vocabulary enlarged.

Attitudes and Appreciations

1. Appreciation of cotton and its various uses.
2. An appreciation of clothing.
3. Pleasure in collecting material and making booklets.

Stimulation to Further Activities

1. Children want to study wool and silk.

PLAY—"OUR BIRD GARDENS"

Third Grade, Spring Hope School, Nash County

Teacher—Mrs. Viola Barrett

I. Situation

We had been watching the birds around our bird boxes and feeding station all the year. We decided to keep a daily weather chart for February and record interesting birds seen also.

II. Statement of Problem

It was suggested that we make a play about our bird friends to give in chapel. A title had to be selected and appropriate lines which would bring in our chart, our daily feeding, planting an imaginary garden to watch the birds more closely (while they ate worms and insects), ending with singing game, "My Little Blue Bird".

III. Sources of Material and Information

Stories, pictures, experiences, and assembling bird and vegetable costumes used previously. Relating interesting things birds do, things they had done, to help birds, etc. (one child brought in a little visitor to whom they told these things).

IV. Types of Experience

Observation of birds.

Classification according to size, color, songs, etc.

V. Outcomes**Knowledge**

Uses of birds to man in gardens, fields and forests.

How to select best suggestions.

Musical expression rhymes

"Happy little blue birds on the ground

Happy little blue birds all around

We all like to hear them sing in the spring

Happy little bluebirds."—Eliza Bowden.

Habits and Skills

Closer observation.

Clearer thinking.

Better expression.

More natural acting.

Attitudes

More appreciation of "Bird Friends".

Better co-operation.

Kindness practiced.

VI. Stimulation to Further Activity

"Let's make another play," a remark after someone jokingly said we would soon rival the "Playmakers" in our school.

Desire for further knowledge.

Desire to help birds by telling others about them.

Interest in further reading and study.

PRIMARY PROJECT

Grades 1, 2, 3, Chapel Hill Road School, Durham County

Teacher—Mrs. I. D. Darnell

I. Situation

Pupils attending school on the Durham-Chapel Hill boulevard were interested in the number of machines which passed the school. The question arose of why so many machines passed.

II. Statement of Problem

To find out why so many machines passed.

To build Durham.

III. Materials Used

Boxes brought in by pupils, paper, rulers, hammers, saws, glass.

IV. Types of Experience**1. Industrial Arts**

Drew diagram on floor of Chapel Hill road and Main street of Durham with streets which ran at right angles.

Built Gilmer's Department Store, a bank, grocery stores, Tilley's Department Store, Fire House, Church, Post Office, Court House, miscellaneous stores on Main street, warehouse, a mill, Union Station, Bus Station, Schools.

Made a booklet of Durham.

2. Language and Civics

Planned building necessary for the life of the city.

Discussed the use of each building constructed.

Discussed how people of Durham made their living.

Made reports on trips to stores in Durham.

Named the buildings.

Wrote accounts of activities in city life to put in the Book of Durham.

Printed names of stores.

3. Arithmetic

Made arithmetic problems of buying and selling in the stores and putting money in the bank.

Measured windows and doors put in stores, etc.

Counted materials.

V. Outcomes

Interest in language, arithmetic, and industrial arts stimulated.

Excellent social attitude developed.

Knowledge of city life developed.

Powers of observation stimulated.

VI. Stimulation to Further Activity

Pupils are building furniture to put into a house in Durham.

SCIENCE PROJECT

Fourth Grade, Atlantic School, Carteret County

Teacher—Grattis Truitt

I. Situation

Supervisor told the children that some girls and boys who lived in the mountains and were in the fourth grade would like to exchange galax leaves for sea shells.

II. Statement of Problem

1. To get the shells.

2. How to fix the shells so the mountain girls and boys may learn about each shell.

3. How to send the shells and the information about them.

III. Sources of Material and Information

1. Shells from the beach.

2. Read "The Green Gate to the Sea".

3. Interviewed their parents and friends about shells and the animals that lived in them.

4. Supervisor taught a lesson on book making.

5. Post office.

IV. Types of Experience

1. English

Oral

a. Decided in a class discussion to get the shells and fix a booklet telling about each shell.

b. Discussed how to get the shells, fix the booklet and send them to the mountain girls and boys.

c. Reports by individuals on what had been done.

- d. Discussion about what had been done and what should be done.
 - e. Interviews with teacher, parents, friends, and postmaster.
- Written*
- a. Different pupils wrote stories about different shells and different pages in introduction to contents.
 - h. Wrote letters to the girls and boys in the mountains.
 - c. Correct spelling of names of sea animals.
2. Reading
- Read about sea animals in "The Green Gate to the Sea", and in other books.
3. Citizenship
- a. Communication with girls and boys in the mountains and exchanging materials.
 - h. Getting information from older people in the community.
 - c. Learned about means of transportation for different things as—material things, typewritten articles, handwritten articles.
 - d. Class worked as a group with a leader.
4. Science
- a. Learned about sea animals they had not seen.
 - h. Learning more about the habits of the sea animals they had seen.
 - c. Collecting the shells.
5. Industrial Arts
- a. Making the booklet to send with the shells.
Selection of materials for booklet—cover, leaves, something to hold the book together.
Deciding on shape and size of booklet and method of fastening parts of book together.
Making the booklet.
Labeling the shells and the stories in the booklet so that anyone could look at the number on the shell, find the story of same number in the booklet and get information about that particular shell.

V. Outcomes

1. Knowledge
- a. Learned more about sea animals.
 - b. Learned more about the mountains and the mountain people.
 - c. Learned how to make a book in organized form which could be used as a science reference book by the children receiving it. (Book was made in the shape of a shell.)
 - d. Learned to recognize galax leaves also about their source and use, both commercial and artistic. (Read articles in daily papers about North Carolina galax leaves being used to decorate a prize float.)
 - e. Learned about the postal law which prohibits putting handwriting or messages in parcel post packages.
2. Habits and Skills
- a. Things sent to other people should be prepared so they can understand about them.
 - (1) Arrangement.
 - (2) Neatness.

3. Attitudes and Appreciations
 - a. Better appreciation of books—materials used, contents, arrangement, and general make-up of book.
 - b. Value of the exchange of materials.
 - c. More interest in sea animals and nature study.

VI. Stimulation to Further Activity

1. After the galax leaves were received the pupils wrote letters to girls and boys in the mountains.
2. Pupils are getting more information about sea animals.

THE HISTORY OF HALIFAX

Fourth and Fifth Grades, Halifax School

I. Situation

When the fourth and fifth grades were studying the poem, "Washington's Birthday," the teacher asked the class, "How many would like to live such lives that we would be remembered long after we are gone?" All agreed quite readily that they would. Then the question was asked, "What man can you think of who died recently, that will be long remembered?" One little boy immediately said, "John Paul Jones". This started the discussion of Jones' life in Halifax and it was decided to study the history of the town.

II. Statement of Problem

1. To find out all about the historical places of Halifax, and about those people who played an important part in the history of our town.
2. To write a history of Halifax and exchange it with some other school.

III. Sources of Material and Information

1. Allen's History of Halifax County.
2. Wheeler's History of North Carolina.
3. North Carolina History Stories.
4. Short sketches found in other histories.
5. Visits to places of historic interest with people who knew their history and background.
6. Committees interviewed various people in the community for information.
7. Sunday's edition of the News and Observer.

IV. Types of Experience

1. English
 - a. Oral reports on different topics about the history of Halifax found in books.
 - b. Reports obtained from older people of the town.
 - c. Letters written inviting individuals to visit historic spots with the class.
 - d. Papers were written and the best ones selected for the book.
2. Spelling
 - a. Motivated spelling growing out of written work.

3. History
 - a. Why Halifax played such an important part in the history of 1776.
 - b. Lives of famous men of Halifax.
 - c. History of each historic spot or building.
 - d. Why the "Constitution House", "Royal White Hart Lodge," and other buildings are being preserved.
4. Reading
 - a. History of Halifax County.
 - b. Wheeler's History of North Carolina (Halifax County).
 - c. Selections from North Carolina History Stories.
 - d. Selections from other histories.
 - e. Sunday's edition of News and Observer.
5. Industrial Arts
 - a. Drawings for back of booklet.
 - b. Cutting letters for booklet.
 - c. Making the booklet, "The History of Halifax".
 - d. Making candles by the use of candle molds used in colonial times.
6. Social Experience
 - a. Class working on a common unit.
 - b. Social groups working in the room.
 - c. Leadership developed.
 - d. Deeper interest in school work developed.
 - e. Social contact through interviews.

V. Probable Outcomes

1. Knowledge
 - a. Invaluable information as to authentic facts connected with Halifax history.
 - b. Ability to write letters.
 - c. Increased reading ability.
 - d. Ability to spell necessary words.
 - e. Training in taking notes and giving oral reports.
 - f. Ability to cut letters and arrange on booklet.
 - g. Ability to make candles.
2. Habits and Skills
 - a. Improved habits of study.
 - b. Ability to work together.
 - c. Use and care of books.
 - d. Working quietly.
3. Attitudes.
 - a. Co-operation and service.
 - b. Reverence and appreciation of the past.

VI. Stimulations to Future Activity

1. Desire to dramatize the drawing up of the Constitution at Halifax on April 12, 1776.
2. Learn more about Halifax and Halifax County.

VII. Conclusion

As a conclusion of the study of the History of Halifax, the class has planned to give a "Tea" at the Constitution House at which different members of the class will be: John Paul Jones, Wylie Jones, William R. Davie and wife, Elizabeth Montfort Ashe, and so forth, as our distinguished guests. They will invite their mothers and their supervisor.

LUMBERING IN HARNETT COUNTY

Fifth Grade, County School

I. Situation

Lumbering is the main industry of the western part of Harnett County. This point was made in a geography class. The children wanted to see just how important this industry was in Harnett County. It was decided to make a special study of lumbering.

II. Statement of Problem

To find out how far reaching the industry of lumbering is in Harnett County.

III. Sources of Material and Information

1. Reference material furnished by the teacher.
2. Stories about lumber from the children's reading books.
3. Information from the children's parents about the different trees and the uses of each.
4. Samples of the various trees of the county were studied.
5. Magazines
National Geographic.
6. Visits to
 - a. Local saw mills.
 - b. Local planing mill.
 - c. Observation tower, Department of Conservation and Development.
7. Material furnished by different lumber companies.

IV. Types of Experiences and Subject Matter Content Which Helped to Solve the Problem

1. Nature Study
 - a. Children found how useful lumber was to people.
 - (1) Function of different parts of trees.
 - (2) Different kinds of trees.
 - (3) The cost of forest fires.
2. History
 - a. Study of Harnett County when first settled.
 - b. The use of the forest to the early settlers.
 - c. Significant happenings of Harnett County.
3. Reading
 - a. Reading of reference material.
 - b. Reading of current magazines.
4. Geography
 - a. Study of
 - (1) Soil.
 - (2) Drainage system of the county.
 - (3) Climate.
 - b. Study of railroads.
 - c. Study of places where lumber was shipped.
 - d. Study of by-products of lumber.
 - (1) Paper industry.
 - e. Outline map of Harnett county showing the different products.
 - f. Study of routes over which lumber is shipped.
5. Spelling.

6. Language.
 - a. Oral and written reports.
 - b. Each child kept a note book in which was kept an outline of the main points discussed.
 - c. Letter-writing.
7. Industrial Arts
 - a. Children made
 - (1) Sand table.
 - (2) Log cabin.
 - (3) Miniature saw mill.
 - (4) Log wagon.
 - (5) Posters.
 - (6) Doll house and furniture.
 - (7) Note books.
8. Arithmetic
 - a. Measuring for sand table, doll house, etc.
 - b. Keeping accounts of money spent and made.

V. Probable Outcomes

1. Knowledges
 - a. Knowledge of trees: how and where grown.
 - b. The use of trees to mankind.
 - c. Knowledge of the different trees of the county.
 - d. Some idea of the methods in which lumber is handled.
2. Habits and skills
 - a. Ability to gather information on a certain subject and to make a report of same to class.
 - b. Increased ability in writing.
 - c. To make maps according to a scale.
 - d. Better skill in measuring and making things.
3. Attitude and appreciation
 - a. An appreciation of trees.
 - b. Growing interest in reading books and magazines about the subject of lumber.
 - c. Pleasure in collecting samples of trees, pictures, poems, and stories of trees.

VI. Stimulation to Further Activity

1. Children became interested in their home county. Their interest was not confined to the lumber industry but to the other products as well.

STUDY OF TREES

Fifth Grade, Seaboard School, Northampton County

I. Situation

1. In geography, such questions as this have often been asked, "What kind of tree do we get hardwood from?" When preparing to learn the poem "What Do We Plant When We Plant the Tree", the children became interested and asked the question themselves. Hence, our study of trees.

II. Statement of Problem

1. To find out what trees were commonly found around Seaboard.
 - a. To find what they were useful for.
 - b. To find what they teach.
 - c. To find why trees should be taken care of, and how this could be done.

III. Sources of Material and Information

1. A trip to the woods.
2. Geography.
3. Parents.
4. Nature poems and stories
 - a. Planting the Tree.
 - b. How the Leaves Came Down.
 - c. Talking In Their Sleep.
 - d. The Tree.
 - e. Woodman, Spare That Tree.
 - f. The Planting of the Apple Tree.
 - g. The Squirrels at Walden.
 - h. Apple Seed John.
 - i. The Old Pear Tree.
 - j. The Discontented Pine.
5. Bulletins on North Carolina Forests.

IV. Types of Experiences and Information Acquired from This Work

1. Nature study.
 - a. Kind of trees most commonly found around Seaboard.
 - b. Uses of trees
 - (1) Food for people and animals.
 - (2) Protection for people, animals, birds, and plants.
 - (3) For beauty.
2. History
 - a. How the trees were cut down, and for what they were used. in Colonial days.
 - b. Story of "Appleseed John", and pioneer days in Ohio and Indiana.
3. Reading
 - a. Reference material pertaining to trees.
 - b. Poems and stories pertaining to trees.
4. Science
 - a. Uses of lumber and wood
 - (1) Building houses, tools, vehicles, furniture, etc.
 - (2) Making paper.
 - (3) For fuel.
5. Spelling
 - a. Names of trees; such as, sycamore, sassafras, poplar, elm, oak, maple, cedar, and others.
 - b. Other words, such as, lumbering, furniture, fuel and diagonal.
6. Language
 - a. Oral reports.
 - (1) Oral composition on the subject, "Trees Around Seaboard".
 - (2) Several language periods were spent in open discussion.

b. Written Language

- (1) Each child made a booklet which included
 - (a) A sheet of paper with the specimens of wood pasted on it, and each specimen labeled.
 - (b) Products from these trees; such as, a piece of dried peach for the peach tree.
 - (c) Composition, "Trees Around Seaboard".
 - (d) A list of things that we get from these trees.
 - (e) The story, "Appleseed John".
 - (f) A copy of the poems, "What Do We Plant When We Plant the Tree", and "Trees".
 - (g) An account of something that each tree taught.
7. Health
 - a. The children found that fruit trees are very healthy, because of their valuable fruits.
8. Industrial Arts
 - a. As decorations for the front of their booklets imitation cedar trees were torn out of green drawing paper.
9. Arithmetic
 - a. Nine cedar trees were planted on the school ground. Seven of these were planted in a diagonal line. The children measured the distances between each tree, in order to have them straight, and at proper distances from one another.

V. Probable Outcomes

1. Knowledge
 - a. Knowledge of trees that grow around Seaboard.
 - b. Usefulness of these trees.
 - c. What these trees teach.
 - d. How to take care of these trees.
2. Habits and skills
 - a. Ability to get together information on a certain subject.
 - b. A habit of protecting trees.
 - c. Skill in measuring.
3. Appreciations and attitude
 - a. An appreciation of trees around the children's own homes, which heretofore had meant nothing to them.
 - b. Enthusiasm in collecting specimens of wood.
 - c. Interest in making booklets.

VI. Stimulation to Further Activity

1. This study of trees has caused the children to want to study more about the products made from trees.

THE STUDY OF LEE COUNTY

Fifth Grade, Jonesboro School, Lee County

Teacher—Alice Parker

I. Situation

1. The supervisors of Lee and Carteret Counties decided to exchange projects. The Lee County supervisor gave the Jonesboro fifth grade the privilege of working up the project for Lee County. She asked the children to work up a Lee County project.

II. Statement of Problem

1. To find out all the agricultural and manufactured products of Lee County, noticing particularly the natural resources of the county.
2. To make an interesting exhibit of these products to send to a fifth grade in Carteret County.

III. Sources of Material and Information

1. Samples of agricultural products and some manufactured products brought from home.
2. Each manufacturing plant visited gave the pupils a sample of its products.
3. Information from manufacturing plants visited.
4. Information from children's parents.
5. Information from the county papers.
6. Bulletins sent from Lee County Chamber of Commerce.
7. Standard reference books.

IV. Types of Experiences and Subject Matter content which helped to solve the problems

1. Geography
 - a. Children visited the various manufacturing plants and learned their locations.
 - b. Discussed reasons for the particular locations of the plants.
 - c. Studied the soils best suited to each agricultural product.
2. Reading
 - a. Children eagerly read the county papers.
 - b. Bulletins from the Lee County Chamber of Commerce.
 - c. Standard reference books.
3. Civics
 - a. Pupils divided into groups. Each group visited as many manufacturing plants as possible and made reports to the class, of all the information secured. Each group brought back for the exhibit a sample of something made at each place visited.
4. History
 - a. In visiting the various plants the children learned something of the history of them.
5. English
 - a. Oral reports of visits made to plants.
 - b. Paragraphs about each of the agricultural and manufactured products of the county.
 - c. Class discussions as the project developed.
 - d. Letter of thanks written to fifth grade pupils in Carteret for their exhibit.
6. Spelling
 - a. Children learned to spell a great many new words.
7. Drawing
 - a. The Art Class made a large illustrated book of the different activities of the county to send with the exhibit of products to the fifth grade in Carteret County.
8. Writing
 - a. The best written account of each particular product saved for the large book.
9. Arithmetic
 - a. A comparison of the output of the different plants.

V. Probable Outcomes

1. Knowledges
 - a. Learned something of the size and natural resources of the county.
 - b. Learned some new uses of farm products.
 - c. Learned the proportion of the farm products raised.
 - d. Learned the location of the manufacturing plants.
 - e. From visits through the various plants learned how the products were made.
 - f. Learned something of the history and organization of the plants visited.
2. Habits and skills
 - a. Ability to gather information on a certain subject and to make reports to class.
 - b. Ability to meet and talk with business men.
 - c. Increased ability in writing.
 - d. Vocabulary enlarged.
3. Attitudes and appreciations
 - a. An appreciation of their county.
 - b. An appreciation of the natural resources of the county.
 - c. An appreciation of the value of the products.
 - d. Pleasure in collecting samples for a fifth grade in Carteret County.
 - e. Pleasure in making the co-operative book.
 - f. An appreciation of the difference in products of two counties within the same state.

GEOGRAPHY PROJECT

Sixth Grade, Williford School, Nash County

Teacher—Florence Breen

I. Situation

One day during geography class a pupil remarked that he had seen that morning a train load of vegetables passing through Rocky Mount. It was from Florida and was bound for the North. Another child asked why we could not have vegetables now.

II. Statement of Problem

To study agriculture in the United States, thereby learning why agriculture is the most important industry in the United States.

III. Sources of Information

Material that had been obtained from Chambers of Commerce from cities all over the United States.

Old geography books.

Essentials of Geography—Book II.

The United States—Allen.

Farm and Field.

Carpenter's Geographical Reader—North America.

Resources and industries of the United States.

Parents of children.

Compton's encyclopedias.

How We Are Fed.

IV. Types of Experiences**Industrial Arts and Arithmetic**

Map drawing and coloring.

Making graphs.

Evaluating facts and suggestions for booklet covers.

English

Giving oral reports.

Writing business letters.

Writing up reports.

Writing compositions.

Learning to judge and correct errors in writing and speaking.

Literature

The Earth and Man—Brooke.

Health

The use of grains for cereals.

The importance of agricultural products to health.

Social

Learned to accept and appreciate critical as well as constructive criticism.

Learned co-operation in obtaining information for reports.

Learned to evaluate material and facts.

V. Outcomes

Made a booklet—"Agriculture in the United States".

Pupils acquired a knowledge of climate, soils, altitude, industries of United States and the relation these had on agriculture.

Pupils acquired knowledge of use of reference books.

VI. Stimulation to Further Activities

Pupils wanted to make a booklet on manufacturing.

Pupils asked for work so they could use reference books and make special reports.

RIVERS OF NORTH CAROLINA

Sixth Grade, Durham County

Teacher—Nannie Mae Tilley

I. Situation

A discussion of the bridge which the Highway Commission is preparing to build over Eno River on Highway 13, led to discussion of the value and expense of the rivers to the State.

II. Statement of Problem

Are the rivers of North Carolina an asset to the State?

1. Do they pay in fishing?
2. Do they pay in shipping?
3. Do they pay in water power?

III. Materials and Sources of Information**1. Maps**

- a. One good wall map of the state showing the completed inland waterway project to Beaufort and the proposed inland waterway through Hyde County and from Beaufort to Wilmington.

- b. Map 18x24 inches showing the navigable rivers of North Carolina with their depths; the sounds with their dangerous points were also given.
2. Newspapers
 Raleigh News and Observer.
 Beaufort-Morehead City Bridge edition of the Beaufort News.
 Carteret County Herald.
 Washington Daily News.
 Wilmington Weekly.
3. Pamphlets and books from the University Extension Library.
 North Carolina—The Fifth State Today.
 Monitor—Electric Power.
 Saville—Water Power Situation in North Carolina.
 North Carolina—The Land of Opportunity.
 Husbands—Know Your Own Resources.
 Smith—North Carolina Geological and Economic Survey—
 Fishers of North Carolina.
 Piedmont Carolina—Where Wealth Awaits You.
 The Sixth Biennial Report of the North Carolina Fisheries Commission.
 Pratt—Undeveloped Water Power of North Carolina.
 North Carolina—Supplement in Geography Text.
 Report of North Carolina State Ship and Water Commission.
 Brief for State Owned Terminals.
 University Extension Bulletin on Port Terminals and Transportation.
 Cobb—Shad Fisheries in North Carolina.
 Pratt—Report of Convention to Investigate Fishing in North Carolina.
 Coker—Experiments in Oyster Culture in North Carolina.

IV. Types of Experience. Solution of Problem

1. Do the rivers pay in fishing?
- a. Drew map and placed important rivers and sections in fishing industry.
- b. Located important fishing industries.
- c. Studied the importance of the "Mullet Road" from Beaufort to Goldsboro. Fish sent over this road to all points in North Carolina.
- d. Studied the Mendahen fish and found that:
 From 1924-1926, 300,200,000 Mendahen fish were caught south of Cape Hatteras by licensed fishermen. These fish brought \$451,000.
 At fish factories 2,090,100 gallons of oil were extracted from these fish. This oil was valued at \$1,113,250.
 40,250 tons of scrap was valued at \$1,116,900.
 More than \$3,000,000 invested in these factories.
 Fishing centers for this fish were found to be New Bern, Edenton, Belhaven, Washington, Morehead, Wilmington, Far Creek, and Beaufort.
- e. Studied Harker's Island as representative of a small fishing village.
 500 of the 1200 inhabitants of this island engage in fishing. This community possesses over 200 fully equipped boats which represents an investment of \$150,000.

Trout, croaker, blue fish, and mackerel caught here.
 "Buy" boats take the fish directly from the fish boats to be shipped to inland towns.

- f. Carteret County studied as the center of crab industry and a leading center for escallops, oysters and clams.

(1) Marshallberg—as a crab center.

Schooners carry oysters, crab, etc., from this place to Beaufort, Morehead and New Bern.

- g. Shrimp industry in Brunswick County and around Beaufort studied.

(a) Maps drawn locating this fishing section.

- h. Catching and canning oysters at Beaufort, New Bern and Morehead City.

- i. Studied Morehead City as a resort for sportsmen and what this means in revenue.

- j. Studied fishing laws and taxes.

- k. Studied the work of the United States Bureau of Fisheries located on island near Bogue Sound.

- l. Dangers in fishing.

From this study the class found that over 60,000 people made their living from fishing. More than 32,000,000 pounds of fish were caught from 1924 to 1926.

2. Do the waterways pay in shipping?

- a. Located and made diagram of Inland Waterway from Beaufort to Norfolk.

- b. Found geographical reasons for this Inland Waterway.

- c. Found types of freight shipped over this waterway.

- d. Studied importance of ferries

a. Beaufort-Morehead City.

b. Gloucester-Harker's Island.

- e. Listed names of boats seen by one member of class while on eastern trip.

- f. Found names of 23 counties (about $\frac{1}{4}$ of N. C.) which could be reached by boats.

- g. Found the following sums appropriated by Congress for inland waterways:

Pamlico and Tar Rivers	\$ 32,000
Neuse River	52,000
Contentnea Creek	750
Trent River	47,000
Core Sound	7,500
Inter-Coastal Waterway Beaufort to Cape Fear River	188,550
Cape Fear above Wilmington	12,000
N. E. Cape Fear	4,000
Black River	3,000
Charlotte River	12,000

- h. Found Congress had appropriated \$5,880,000 for the inter-coastal waterways from Beaufort to the Cape Fear River with an annual appropriation of \$150,000 for maintenance.

- i. Studied harbors, Southport, Wilmington, and Cape Lookout which could be improved with small amount of money which would pay North Carolina in trade and commerce.

- j. Found the following amounts of freight carried over rivers:
The largest and most valuable cargo on the Neuse River.
- | | | |
|-----------------|--------------|-----------------------|
| Tonnage | 258,003 tons | valued at \$9,596,720 |
| Pamlico-Tar | 220,723 tons | valued at 8,153,383 |
| Cape Fear above | | |
| Wilmington | 132,304 tons | valued at 3,448,364 |
| N. E. Cape Fear | 86,626 tons | valued at 2,118,062 |
| Roanoke | 130,479 tons | valued at 1,333,095 |
| Waccamaw | 153,169 tons | valued at 1,609,645 |
- Wilmington's port claimed the majority of coastwise trade with total tonnage of 1,027,653 as compared with 1,859,736 Wilmington freight valued at \$62,888,068 and that of all state ports, \$66,502,805.
- k. Made diagrams of each river system.
- l. Found that freight sent by boats cost one-half as much as freight hauled on trains. Found that further development of North Carolina inland waterways would be quite an asset to the state.
3. Do the rivers of North Carolina pay in waterpower?
- a. Found and located in North Carolina 22 power plants:
Chevah, Ivy Bridge, Bridge Waters Caronton, Lookout Shoals, Mountain Island, Rhodiss, Blewett Falls, Buckhorn Falls, Bladen, Narrows of Yadkin, Tuxedo, Turner, Marshall Weaver, Carbonton, Alamance, Caldwell, Gaston, Halifax, Randolph and Rockingham.
- b. Found eight power companies in North Carolina:
Southern Power Company, Carolina Power and Light Company, Tallahassee Power Company, Blue Ridge Power Company, North Carolina Electric Power Company, Sand Hill Power Company, Roanoke Rapids Power Company.
- c. Made diagrams of the possible development for power plants in North Carolina.
- d. Studied in detail the harnessing of the Catawba River and erection of hydro-electric plant.
Operates 11,500,000 active spindles.
Operates 250,000 looms.
Products worth millions of dollars.
- e. Found 386 cotton mills and 17 tobacco plants run entirely by waterpower.
- f. North Carolina ranks fourth in waterpower in the United States.
- g. The development of waterpower in North Carolina has just begun.
Projects are being started at Norwood on the Yadkin River, Oxford Shoals on the Catawba.
Carolina Power and Light Co. on the Pigeon River.
- h. North Carolina fast becoming a leading manufacturing state due to waterpower.

V. Outcomes

1. Activities

Children read newspapers, made clippings and divided them into three sections—fishing, shipping and waterpower.

Used encyclopedia to find out about queer names of fish like mendahen, and escallops.

Made map of the rivers of North Carolina.

Wrote paragraphs on the Importance of Fishing, Mullet Road, Mendahen, Description of Escallops, Crab Industry, Shrimp, Dangers of Fishing, Catching Oysters, Canning Oysters, Fishing Laws and Taxes, and the Diamond Back Terrapin.

Made lists of different fish caught in the state.

Collected newspaper clippings and pictures to illustrate fishing industry of North Carolina.

Made map showing where fishing was carried on in North Carolina.

Made diagram showing cost of shipping by water and by railroad.

Drew one map of North Carolina and located on it all waterways having a channel of 6 feet. The same was done for 10 feet channels, etc., finally drawing one and locating our three possible ports for ocean going steamers, Southport, Wilmington, and Cape Lookout.

Drew diagrams of the most important river system in shipping.

Collected clippings and pictures to illustrate shipping on waterways in North Carolina.

Wrote paragraphs on The Drawbridge at Morehead City, on Ferries in the East, The Neverest, Harbors That Can Be Used for Ocean Vessels.

Made list of counties reached by water.

Located on map power plants.

Listed power companies of North Carolina.

Made diagram of undeveloped waterpower in North Carolina.

Made diagram to show mills and factories run by waterpower.

Wrote paragraph on "Harnessing the Catawba River".

Collected pictures and clippings to illustrate the waterpower of North Carolina.

Assembled booklet.

Specimens of shrimp, clam, etc., were preserved in formaldehyde.

2. Knowledges

Learned how to write business letters.

Written English improved.

Greater interest in possibilities of State aroused.

Knowledge of surface of North Carolina.

New words learned.

Learned to use encyclopedia.

Independence gained in doing research work.

The class became supporters of the Port Bill.

3. Social

1 Excellent social atmosphere fostered through group work.

VI. Stimulation to Further Activity

Pupils are most enthusiastic and wish to work out a problem on the products of leading counties.

NORTH CAROLINA PROJECT

Sixth Grade, Edneyville School, Henderson County

Teacher—Grace Maxwell

I. Situation

One of the activities listed in our outline for the year was "A North Carolina Exhibit". The children became anxious to make a good exhibit for group commencement.

II. Statement of Problem

To make a thorough study of our state and get together as many samples of the agricultural and manufactured products of the state as possible.

III. Sources of Materials

1. Essentials of Geography II.
2. North Carolina History.
3. The Asheville Citizen.
4. Tobacco Manual. (Tobacco Merchants Association.)
5. Letters from children and people in other counties.
6. Information from manufacturing plants.
7. Information from parents.

IV. Types of Experiences

1. Geography

- a. Drew large map and divided state into five natural zones or regions.
- b. Study of these divisions in regard to natural resources.
- c. Listed industries of each section.
- d. Listed agricultural and manufactured products.
 - (1) Received products from several counties in addition to those secured in our county.
- e. Study of mineral resources and raw material.
 - (1) Secured samples of mica, feldspar, talc, gold and amethyst.
- f. Wealth
- g. Facts learned
 - (1) Each section sharply defined by nature, industry and resources.
 - (2) Ranks fourth in agriculture and the value of manufactured products double the agricultural.
 - (3) North Carolina has largest pulp mill, towel factory, overall factory and tobacco manufacturing plant in the world and second largest furniture factory in the United States.
 - (4) Development of rich mica, feldspar, and kaolin industry in Mitchell County a great source of wealth.
 - (5) Wealth has increased 660% in the past twenty years compared with New York City's increase of 631% in same period.

2. English

- a. Oral reports on facts or information gained by investigation.
- b. Letters written (business and friendly) to different sections of state.
- c. Written and oral paragraphs on different phases of work.

3. History
 - a. Early settlements.
 - b. Nationality of settlers.
 - c. Growth and development.
 - d. Population 99.3% native born.
4. Spelling
 - a. New words learned.
 - b. Habit of correct spelling formed.
 - c. Learned importance of use of dictionary.
5. Art
 - a. Map drawing.
 - b. Sewing (girls).
 - (1) Construction of North Carolina flag from cloth manufactured in North Carolina.
 - (2) Making of bed clothing, scarfs, etc., for miniature furniture.
 - c. Manual training (boys).
 - (1) Construction of furniture.
 - (2) Construction of boxes for planting grain, and shelves for arrangement of exhibit.
 - (3) Arrangement of articles for exhibit.
6. Social
 - a. Group work of class, all striving for one big aim.

V. Outcomes

1. Ability to use reference material.
2. Ability to concentrate and finish work in orderly way.
3. Knowledge of state as a whole, sections of state, rank with other states of nation.
4. Appreciation of importance of own state.

VI. Stimulation to Further Activity

Desire for more thorough work in all studies and projects.

HISTORY OF THE TOWN OF HILLSBORO

Sixth Grade, Hillsboro School, Orange County

Teacher—Mrs. J. E. Latta

I. Situation

1. North Carolina History required in Sixth Grade Course of Study.
2. Text prescribed not interesting to the sixth grade pupils.
3. Pupils discovered that Hillsboro is a state historic center and yet they, its own children, know little about it.
4. Supervisor's suggestion.

II. Problem

To write a history of Hillsboro that will interest and help other children of the State.

III. Sources of Materials and Information

1. Hill—History of North Carolina.
2. Connor—Makers of North Carolina History.
3. Connor—Story of the Old North State.
4. North Carolina History Stories.
5. Wheeler—History of North Carolina.

6. Foote—Sketches of North Carolina.
7. Nash—A History of Hillsboro.
8. Olds—History of Orange County.
9. University Extension Bulletin—County Geography.
10. First hand information from old citizens of the town and county.
11. Newspaper articles.
12. Old pictures and letters.
13. Court house records.

IV. Types of Experience

1. Visited outstanding citizens.
2. Visited places of interest in the town.
3. Excursions to take pictures for the history.
4. Visited a member of the State Historical Commission.
5. Collected and organized material.
6. Made very large scrap book and a stand for it.
7. Invited special speakers and acted as hosts to them and to the whole school when they spoke.
8. Visited a printer.
9. Made money for part of expense in printing.
10. Had several eminent authorities to review their book and give them their opinion.

V. Outcomes

Knowledge and skills:

1. Increased efficiency in oral and written composition.
2. Fair degree of proficiency in all types of letter writing.
3. How to use reference books.
4. How to keep a note book.
5. Outstanding facts of North Carolina History in retainable form.
6. Procedure in writing a book.
7. Process of printing.
8. Some arithmetic, spelling, writing.
9. Organization of material and working by an outline.

Habits and permanent carry over effects:

1. Increased interest in history.
2. Improved "study habits" in other subjects.
3. Courage and willingness to attack new and difficult problems.
4. Increased self respect and pride in school.
5. Increased social poise and efficiency.
6. Co-operation and responsibility.
7. Courtesy, open mindedness, purposefulness.
8. Industry and honesty of effort.
9. Joy in work.
10. Dissatisfaction with any study carried on in a limited way.

VI. Stimulation to Further Activities

1. Wider interest in pleasure reading.
2. Determination to make a big research study for the school each year.
3. Carrying on project of publishing and selling book.
4. Have been appointed official historical guides to tourists visiting the town. Classes organizing for the work. Official notice to be placed in the Court House, in Colonial Inn, and in the office of the County Superintendent of Schools.

VII. Remarks

1. This project has awakened the interest of the whole county in local history.
2. Nothing has done more to enliven the school and get it into a student attitude.
3. Competition and interest in collecting material has acted as a spur to pupils with lagging effort and energy.
4. Discovering that real enjoyment can come out of school work has been the best outcome.

NORTH CAROLINA HISTORY

Sixth Grade, Durham County

I. Situation

The class was studying the period of settlement in North Carolina history. Discussion of kinds of people who settled North Carolina led up to the problem.

II. Statement of Problem

How interesting cities in North Carolina began and how they have grown.

III. Sources of Material

National Encyclopedia, Connor's Makers of North Carolina History, Hill's North Carolina History, Boyd's History of Durham, Allen's History Stories of North Carolina, McCorkle, Old Time Stories of the Old North State, Durham Morning Herald, Raleigh News and Observer, Material from Chambers of Commerce, Pictures.

IV. Types of Experiences

1. History

a. How did Bath begin?

Research work to find about French colony which settled in 1690 on banks of James River, Virginia, moving to the Pamlico River, beginning of Bath on the Pamlico River.

Kinds of homes—log with crude furniture.

Later homes.

Early roads—routes with notches on trees.

Early roads built from Bath to New Bern.

What part did Edward Thatch, Blackbeard, play in North Carolina history?

What kind of churches did these people have?

How these early settlers made a living.

Why Bath has not grown.

2. English

Made oral reports on class.

Made written reports for a history.

3. History

a. How New Bern began and has grown.

Why the Swiss came to America.

Why the Germans came.

What De Graffenreid did for the colony.

How New Bern was named.

How people traveled in the early days.

Road from Bath to New Bern.

Road from New Bern to Virginia.

How New Bern struggled against Indians.

What laws were made in regard to building?

What kinds of schools were had in New Bern.

How James Davis brought the first printing press to North Carolina in 1747.

Yellow Jacket, North Carolina Magazine, The First Postman.

New Bern as the early capital.

What part did New Bern play in the Revolution?

What part did New Bern play in the Civil War?

4. Geography
 - a. How New Bern is situated.
 - b. How the people made a living.
 - c. How New Bern ranks today in North Carolina.
5. English
 - a. Oral reports on problems.
 - b. Accounts written for a North Carolina History booklet.
 - c. Letters to Chamber of Commerce for material.
6. History
 - a. How Edenton began.
 - What kind of people settled Edenton.
 - How Edenton got its name.
 - How social life in Edenton compared with the social life in Bath and New Bern.
 - St. Paul—a colonial church.
 - Building laws of Edenton.
 - What part did Edenton play in the Revolution?
 - (1) Edenton Tea Party.
7. Geography
 - What are the industries of Edenton today?
8. English
 - Oral reports.
 - Written reports on problems for history booklet.
 - Dramatization of Edenton Tea Party.
9. History
 - a. How Fayetteville began and has grown.
 - What kind of people settled around Cambelton, Cross Creek, Fayetteville.
 - How Fayetteville got its name.
 - What part this section played in the Revolution.
 - Liberty Point.
 - The Tories.
 - Flora McDonald.
 - "Ye Olde Market Place."
 - What part Fayetteville played in Civil War.
 - Sherman's March.
 - How Fayetteville ranks as a North Carolina city today.
 - Flora McDonald College.
10. History
 - a. How Hillsboro began.
 - What kind of people settled in Hillsboro.
 - How they lived.

- The Old Court House.
- The Presbyterian church.
- What part Hillsboro played in the Revolution.
 - Battle of the Regulators.
 - William Hooper.
- Conventions held in Hillsboro.
- How Hillsboro lost her industries.
- b. English.
 - Oral reports on topics.
 - Written reports for booklet.

11. History

- a. How Charlotte began and has grown.
 - How Mecklenburg County was formed in 1762.
 - Why Scotch-Irish people settled in Mecklenburg.
 - How Charlotte was named.
 - How these people lived in colonial days.
 - Homes of logs.
 - Homes of stone.
 - The home—a factory.
 - How Queen's College began.
 - How Scotch-Irish brought their religion with them.
 - Important churches.
 - What part did Charlotte play in the Revolutionary War?
 - Mecklenburg Declaration of Independence.
 - Battle of Charlotte.
 - The Hornet's Nest.
 - George Washington's visit to Charlotte.
 - What part Mecklenburg County played in the War Between the States.
 - Furnished 3,000 soldiers.
 - Navy yard moved from Norfolk to Charlotte.
 - President Jefferson Davis and the Confederate Cabinet at Charlotte.

12. Geography

- a. How water-power on the Catawba has been developed.
 - (1) Southern Power Company.
- b. How Charlotte ranks in textile industry.
- c. List of industries of Charlotte.

13. English

- a. Written letters to Chamber of Commerce for material.
- b. Written reports for booklet.
- c. Oral reports made on class.
- d. Dramatization of Mecklenburg Declaration.

14. History

- a. How Winston-Salem began and has grown.
 - How the Moravians came into North Carolina and settled in Wachovia, now Forsyth County.
 - Planned a town centering around their church.
 - Moravian Schools.
 - Girls' day school—1772.
 - Girls' boarding school—1802.
 - Moravian services at Easter.
 - Love feast and its origin.
 - Modern spectators flock to the service.

How Winston and Salem got their names.

Winston named for Joseph Winston.

Salem's name given by the Moravians.

Union of Winston and Salem.

New Winston-Salem.

15. Geography

a. Progress made in Winston-Salem shown by graph and charts.

b. Discussion of tobacco manufacturing in Winston.

c. Discussion of modern schools, hospitals, hotels, etc.

16. English

a. Letters written to Chamber of Commerce.

b. Written reports for booklets.

c. Oral reports on class.

17. History

a. How Raleigh began and has grown.

Where the site for the capital was chosen in 1792.

Why it was named Raleigh.

Building of the Raleigh and Gaston railroads.

Erection of public buildings.

Raleigh a center of education.

Comparative figures of progress.

18. English

a. Letters to Chamber of Commerce for material.

b. Written reports for booklet.

c. Oral reports on class.

19. History

a. How Durham began and has grown.

Why Durham County was separated from Orange.

Kind of people who settled in Durham.

Early occupations compared with present day occupations.

Places of interest in Durham and Durham County studied or visited:

Red Mountain—Indian burial ground.

Camp of Tuscarora Indians.

Wylie P. Mangum's home.

Bennett Memorial.

Cameron Home—a plantation home.

New water dam.

Duke University.

Watts Hospital.

Southern Conservatory of Music.

Factories of Durham.

20. Geography

a. Why Durham began to manufacture.

b. Location in Piedmont section on fall line.

c. Kinds of soil—tobacco.

21. English

a. Oral reports on the following men:

Dr. Bartlett Durham.

John P. Green.

W. T. Blackwell.

Washington Duke.

Julian S. Carr.

Dr. Arch Cheatham.

- b. Written reports in history booklet.
 - c. Letters written to Chamber of Commerce for material.
22. Civics
- a. Health work in city and county.
 - b. Industries of the city.

V. Outcomes

Activities.

1. A social spirit developed by pupils working in groups.
2. A North Carolina history booklet constructed.
3. Interest in oral and written English stimulated.
4. Definite language habits developed.
5. Learned how to make charts and graphs showing progress.
6. Independence in doing research work developed.
7. Greater interest in history developed.
8. Made booklet of North Carolina cities.

VI. Stimulation to Further Activity

The class is planning to make a booklet containing interesting facts about important North Carolinians.

HISTORY PROJECT

Sixth Grade, Craven County

I. Situation

Pupils brought some colonial cooking vessels to add to the school museum. Child life in colonial times was discussed with interest. Pupils decided to investigate how children lived at different important times in history and selected the dates given.

II. Statement of Problem

To find out how boys and girls lived in 1776, 1812, 1865, and 1914.

III. Sources of Material and Information

Sixth Grade Geography.
 North Carolina History Stories.
 Hill's North Carolina History.

IV. Types of Experiences

Subject matter content which helped to solve the problem.

1. Reading
 - Reference books for special reports and information.
 - Dramatization of play written by pupils.
2. Language
 - Conversation lessons.
 - Writing of a simple play to present in chapel.
 - Oral and written reports on special topics.
3. Spelling
 - List of words in connection with project.
4. Drawing and Industrial Arts
 - Making of a table to put collection of historical relics on.
 - Sand table reproductions of revolutionary home, colonial homes, etc.
 - Designing covers for booklets.
 - Designing and making posters.

5. History
A review of history of these important periods.
6. Social experience
Class working together.

V. Probable Outcomes

1. Knowledges
Historical facts.
Spelling of important words.
2. Habits and skills
Speaking and writing correctly.
Reading for information.
Increased reading ability.
3. Attitudes and appreciations
Appreciation of social values of history and interest in the past.
Co-operative working in a group.
Interpreting present in terms of the past.

VI. Stimulation to Further Activity

- Enlarging the museum started.

HISTORY PROJECT—"THE KEY TO THE TAR HEEL STATE"

Sixth and Seventh Grades Hollister School, Halifax County

I. Initial Indication

Just at the point when the children in the sixth and seventh grades were exceedingly interested in the history of North Carolina, they received a letter from their County Supervisor telling them of a New Jersey Supervisor's visit to Halifax County and of her desire to have the North Carolina children and New Jersey children exchange state information. One can imagine how the children in these grades welcomed such an opportunity. They, too, being members of the Junior Red Cross considered it a privilege to lend a helping hand and form a stronger bond of friendship. Thus they wholeheartedly set to work on a North Carolina Booklet for the New Jersey children.

II. Types of Experiences

- a. English experience
 1. Business letters to:
 - (a) Chambers of Commerce in the most important cities in North Carolina.
 - (b) University Extension Division of Service.
 - (c) State Superintendent.
 2. Friendly letters to:
 - (a) Supervisor of their own county.
 - (b) Supervisor of New Jersey.
 - (c) Principal of school in New Jersey.
 - (d) Children in New Jersey school.
 3. Written compositions
 - (a) Industries of North Carolina.
 - (b) Roads of North Carolina.
 - (c) Outstanding men and women of North Carolina.

- (d) Original poems.
 - (e) Original songs.
 - (f) Play.
4. Oral composition
- (a) Selecting title of booklet.
 - (b) Selecting content.
 - (c) Discussing and organizing suitable material for topics in content.
 - (d) Discussing and selecting the best of their original work, such as, poem, song, and play.
- b. Reading experience
- 1. Hill's North Carolina History.
 - 2. Connor's North Carolina History.
 - 3. Wheeler's North Carolina History.
 - 4. History of Halifax County.
 - 5. Manual of North Carolina.
 - 6. History Facts in Sunday's News and Observer.
 - 7. Books from University Extension Division
 - (a) Manufacturers United States Census—143.
 - (b) North Carolina Year Book, 1926.
 - (c) Atlantic Coastline.
 - (d) United States Instructor.
 - (e) North Carolina Fifth State.
- c. Geography experience
- 1. Locating places of importance.
 - 2. Finding the state's natural resources.
 - 3. Map of North Carolina used in locating places noted for important manufacturing, agricultural regions, mineral, and lumbering regions, and fishing industry.
- d. Arithmetic experience
- 1. Making, planning, and solving problems based on the comparative values of North Carolina's resources. Example: North Carolina's total value of farm crops is \$18,661,000 and her mineral products' value is \$10,000,000. What percent of her crop value is her mineral value?
- e. Spelling experience
- 1. Listing and using for spelling lessons all words that needed to be studied by class.
- f. History experience
- 1. Gaining historical information through wide and extensive reading.
 - 2. Visiting Halifax, their old historic county seat, in search of information.
 - 3. Visiting Raleigh, their state capital.
- g. Art experience
- Making a cotton poster which portrayed for the New Jersey children cotton in all of its stages, from the raw material to finished manufactured product.
- h. Dramatic art
- 1. Creating and producing playlet to set forth certain outstanding points in North Carolina history.
 - 2. Making North Carolina booklet, "The Key to the Tar Heel State".

- i. Social experiences
 1. Working together in happy social groups.
 2. Broadening social life by visits to county seat and state capital.
- III. Summary of Outcomes**
- a. Developing a co-operative spirit in working together.
 - b. Skill in planning and judging.
 - c. Independence in getting information.
 - d. Courtesy and respect for the rights of others.
 - e. A development and better understanding of their state which has brought about a more appreciative and patriotic spirit in the child that will build strong citizenship.
 - f. The clinching of certain historical, geographical, and industrial facts in relation to the development of the state.
 - g. Broadening their horizon to take in children of other states.

NORTH CAROLINA—THE LAND OF OPPORTUNITY

Sixth and Seventh Grades, Lemon Springs School, Lee County

- I. Situation**
1. The children were studying the geography of North Carolina and decided that they wanted to find out all they could about the state in which they live.
- II. Statement of Problem**
1. To find out how North Carolina ranks with the other states.
 2. To find out in what the different sections of our State rank first.
 3. To see how many interesting facts they could gather about the state.
- III. Sources of Material and Information**
1. "Essentials of Geography," Book II.
 2. "North Carolina, the Land of Opportunity."
 3. "North Carolina, the Fifth State Today."
 4. "North Carolina Teacher."
 5. "The North Carolina Yearbook"—1927.
 6. Magazines.
 7. Newspapers.
 8. Old textbooks.
 9. Booklets and catalogues from Chambers of Commerce and educational institutions.
 10. Col. Fred A. Olds.
- IV. Subject Matter Content which Helped to Solve the Problem**
1. Geography
 - a. Reported on the products of every county in the State.
 - b. Discussed reasons for the location of certain industries.
 - c. Studied the proportion of white and colored population in each county and discussed reasons for same.
 - d. Studied proportion of rural and city population in each county and discussed reasons for same.
 - e. Made a trip to Raleigh and visited:
 - (1) Museum.
 - (2) Capitol.
 - (3) Church of Good Shepherd.

- (4) Catholic Cathedral.
 - (5) Hall of History.
 - (6) Pullen Park.
 - (7) State Hospital.
 - (8) Penitentiary.
 - (9) State School for Blind.
 - (10) Methodist Orphanage.
2. Reading
 - a. Consulted bulletins from
 - (1) Chambers of Commerce.
 - (2) Colleges in State.
 - (3) Manufacturing plants.
 - b. Consulted newspapers and magazines.
 3. History
 - a. Learned history of the state from study of bulletins and "The Land of Opportunity".
 - b. Learned history through visit to Raleigh.
 - c. Study of outstanding men of state.
 4. English
 - a. Oral and written reports on
 - (1) Counties.
 - (2) Trip to Raleigh.
 - b. Class discussions.
 - c. Letters written to
 - (1) Chambers of Commerce.
 - (2) Manufacturing plants.
 - (3) Colonel Olds.
 - (4) Colleges.
 5. Spelling
 - a. Learned to spell new words through use of same.
 6. Industrial arts
 - a. Made booklet in which were pasted reports on counties and accounts of trip to Raleigh.
 - b. Pasted booklets from Chambers of Commerce, etc., on heavy card board paper and labeled same.
 7. Arithmetic
 - a. Computation of proportions in population and industries.

V. Probable Outcomes.

1. Knowledges
 - a. Children learned
 - (1) Size and shape of State.
 - (2) Size and shape of counties.
 - (3) Size of outstanding cities.
 - (4) County seats.
 - b. Determined sections leading in certain industries.
 - c. Learned leading state institutions.
 - d. Learned leading men of State both past and present.
2. Habits and skills
 - a. Ability to gather and organize material for class reports.
 - b. Ability to address classmates.
 - c. Skill in penmanship.
 - d. Enlargement of vocabulary.

- e. Ability to meet business concerns.
 - (1) Through writing.
 - (2) Through conversation.
 - f. Ability to spell.
3. Attitudes and appreciations
- a. An appreciation of the State.
 - b. An appreciation of State and denominational institutions.
 - c. An appreciation of the resources of our State.
 - d. Pleasure in collecting samples and booklets.
 - e. Pleasure in making booklets.
 - f. Pleasure in making trip to Raleigh.

WATER POWER IN NORTH CAROLINA

Seventh Grade, Conway School, Northampton County

I. Situation

The question arose, "Just how much water power is in North Carolina?" How much is used to generate electricity and how much more can be developed?

II. Statement of Problem

What are the uses and possibilities of water power in North Carolina.

III. Sources of Material and Information

1. State Library Commission, Raleigh, N. C.
2. University Extension Service, Chapel Hill, N. C.
3. Secretary of Eastern Carolina Chamber of Commerce, Kiuston, N. C.
4. Pan-American Union, Washington, D. C.
5. State Department of Conservation and Development, Raleigh, N. C.

IV. Types of Experiences

1. Oral English
 - a. Discussion of plans for making sand table.
 - b. Deciding what scene should be placed on sand table to show one of the uses of water power.
 - c. Discussing the things that should be collected for the sand table and what each child should do to help.
 - d. Deciding where the roads should be made, what they should be made of, and the scale to be used in measuring the distance.
2. Written English
 - a. Letters written by class to different companies for information.
 - b. Notes taken from the material that was received and prepared for a class note book.
 - c. A note book recording the work that was done each day on the sand table.
3. Reading
 - a. Reading the material that was sent to us by different companies.

- b. Study of text book to find where the leading factory towns are located and how the power is produced.
4. Arithmetic
 - a. Measuring and computing cost.
 - b. Computing distance between two points by given scale.
 - c. Finding area of sand table.
5. Industrial arts
 - a. Making the power house.
 - b. Building roads to represent tar and gravel roads.
 - c. Making and putting up sign posts.
 - d. Putting up light posts and wires.
 - e. Illustrating river with glass and drawing paper, also building the river bridges and banks.
 - f. Making attractive backs for note book.
6. Social
 - a. Class working on common unit.
 - b. Social groups working on different things.
 - c. Leadership developed as necessity arose.
 - d. Judgment of the ability of certain members of the class.

V. Outcomes

1. Knowledges
 - a. How to write a business letter.
 - b. How to take notes.
 - c. How to measure and cut timber.
 - d. How to measure by a given scale.
 - e. How to make houses of paper.
 - f. How to paint.
 - g. How to work together.
 - h. How to find needed material.
2. Habits and skills
 - a. Better use of tools and paints.
 - b. Carefully measuring lumber before cutting.
 - c. Care of floor and desks in sawing, hammering, and painting.
3. Attitudes
 - a. A desire to learn more about water power.
 - b. Appreciation of the finished product.

VI. Stimulation to Further Activities

1. A desire to build something else.

Children have already built and painted a folded screen of three sections.

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